



<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
<p>Understanding the world ELG –</p> <ul style="list-style-type: none"> Talk about the lives of the people around them & their roles in society Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class Understand the past through settings, characters & events encountered in books read in class & storytelling
<p>National Curriculum Subject Content Key Stage 1:</p> <ul style="list-style-type: none"> Historical Interpretation: Understand some of the ways in which we find out about the past and identify different ways in which it is represented Historical enquiry: Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Develop an awareness of the past, using common words and phrases relating to the passing of time
<p>National Curriculum Subject Content Key Stage 2</p> <ul style="list-style-type: none"> Historical Interpretation: Understand how our knowledge of the past is constructed from a range of sources Historical enquiry: Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Historical enquiry: Construct informed responses that involve thoughtful selection and organisation of relevant historical information Historical enquiry: Establish clear narratives within and across the periods studied

	EYFS	Year One	Year Two
Historical interpretations	<ul style="list-style-type: none"> Know that information can be retrieved from books and computers Extract information from simple sources e.g. photographs, videos, books Question why things happened & give explanations 	<ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past Start to extract information from several different types of source including written, visual and oral sources and artefacts 	<ul style="list-style-type: none"> start to use stories or accounts to distinguish between fact and fiction; Start to understand there can be different versions of the same event Start to compare two versions of past events explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.
Planning and carrying out historical enquiries	<ul style="list-style-type: none"> Be curious about people and show interest in stories Engage in non-fiction books Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> Ask simple questions about the past observe or handle evidence to find answers to simple questions about the past sort some objects/artefacts into new and old and then and now. 	<ul style="list-style-type: none"> Can plan questions and observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations Use evidence to explain the key features of events Produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful)

	Year Three	Year Four	Year Five	Year Six
Historical interpretations	<ul style="list-style-type: none"> look at two versions of the same event or story in history and identify differences; Understand how our knowledge of the past is constructed and the ways in which historians and others investigate the past 	<ul style="list-style-type: none"> investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Comment on the usefulness and reliability of a range of sources for particular enquiries. start to understand the difference between primary and secondary evidence 	<ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; Can accept and reject sources based on valid criteria when carrying out particular enquiries Explore the value and accuracy of a range of evidence start to understand the difference between primary and secondary evidence and start to question its reliability continue to develop their understanding of how historians and others investigate the past. 	<ul style="list-style-type: none"> Analyse and evaluate a range of evidence about the past use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; show an awareness of the concept of propaganda; continue to develop their understanding of how historians and others investigate the past.
Planning and carrying out historical enquiries	<ul style="list-style-type: none"> use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; regularly address historical questions 	<ul style="list-style-type: none"> use a range of primary and secondary sources to find out about the past; Devise a range of historically valid questions for a series of different types of enquiry and construct informed responses gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research to answer historical questions 	<ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry 	<ul style="list-style-type: none"> investigate their own lines of enquiry by posing historically valid questions to answer Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses
Example activities and resources	<ul style="list-style-type: none"> Sources which require the use of mathematical skills Story and narrative The Historical Association 			